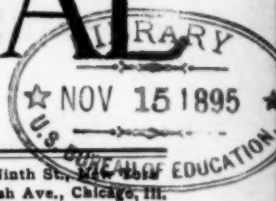


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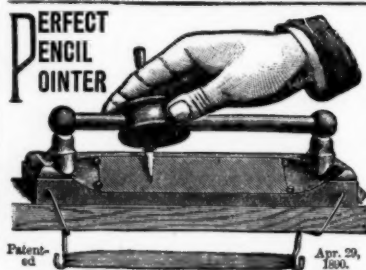
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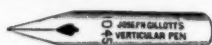
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For the Week Ending November 9.

No. 17

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Advancement of Superintendents.

It is just about fifty years ago that the city of New York decided it would have a man to superintend its educational interests. It is not ten years since Philadelphia came to a similar conclusion. In fact, the official now so well known as a superintendent of the schools of a city or village is a modern creation; he has been evolved as the public school system has been developed.

The earlier products of this evolution were quite different from those appearing later.

The first superintendents were often mere figure-heads; they appeared on great occasions; they must especially be humanitarians and able to urge the importance of education; it was expected of them that arguments on the justice of giving educational opportunities to all classes should be presented cogently; the salaries were small; the school visitation quite meager and his influence as a superintendent very feeble; if he had been influential before as a citizen, or if he brought talents of a high order, and an earnest devotion of them to the good of the schools, he received the attention and respect of the public.

There was no normal school for the instruction of superintendents in those days, but it would have been a good thing if there had been. There is none to-day, but the pedagogical schools are doing something to produce men competent to grapple with the subject of education which is at last seen to be a mighty matter. The superintendent in those early days was either a business man with humanitarian instincts or a school principal recognized as a Saul among his fellows. The compensation was small, for the duties were considered unimportant, and frequently the superintendent was to be found only on Saturday in his office; the rest of the time he was a lawyer or a physician, clergyman, or engineer; or if a principal of a school he was busy teaching, for in those days the principal was expected to give his time to class instruction quite as much as his assistants.

The process of evolution began; and the superintendent has been greatly influenced by it. More has been demanded of him besides writing a report in which the number of pupils was given, the number of teachers, their salaries and various platitudes relating to the importance of education, and remarking that the schools of that particular town had had a prosperous

year and that the teachers were earnest and efficient. He has been obliged to look at education as something that has a scientific basis.

But it took fifty years for the public to find out that of all places in its bounds the superintendent's office was the one where the utmost intellectual activity should prevail; that if a live coal was to be taken from the altar the superintendent of schools should be the man to whom it was to be intrusted. The annual report is found to be a matter of little importance. If he could write, "I have set all the teachers on fire to teach, and they have set all their pupils on fire to learn," it would be a prototype of the reports that are to be written in the coming years.

A visit to a superintendent of the schools of a city of 20,000 inhabitants forty years ago, found him on a Saturday morning in a small, cold room surrounded by teachers, to whom he gave slate pencils, inkstands, crayons, steel pens, tin cups, record books in small quantities accompanying each with suggestions as to economy and watchfulness. This over, a new appointee by the school board was told where to go on the following Monday, and then the work of the superintendent was over.

A visit to his successor was made this year; the population of the city had not only increased, but the estimation in which public education was held had changed with it. Books were now furnished free, the desks were of the most approved pattern, the buildings were planned for light and ventilation, the blackboards were numerous and of real slate, wardrobes were ample and convenient, the walls were adorned with pictures of Washington, Lincoln, and many eminent poets. The superintendent's office had undergone a change. On a table lay several educational papers, each in a binder; a book-case had over a hundred pedagogical books, each with a white label and number, showing they were actually drawn out; the entire reports of the city were on another shelf; another shelf held the reports of the leading cities. The superintendent had changed too. The teachers were in an adjoining room and he was put down to address them on the subject of "Apperception in Arithmetic."

Of course, not all cities have changed like the one referred to above. In very many, the superintendent is the only thing that has not changed. Why some men are superintendents is a mystery as great as the Man in the Iron Mask. A member of a school board was lately asked why they still elected the same man and his reply was, "Well, you see if he should go out we should have to put in one of the principals and he is better than any of them." The reasons why a principal would be selected he stated to be two; one, that two or three had the wires all fixed; the other, that they didn't

know of any man of real ability as an educator whose appointment would command the assent of the community. In other words, as THE JOURNAL has often pointed out, the timber for superintendents is very scarce in this country. And it may be added that the field for those who will conscientiously and largely prepare themselves as superintendents is immense; and further, that rightly to superintend the schools of a city is a very large business indeed.

About fifteen years ago a teacher in a very active city of 15,000 inhabitants sent a letter to THE JOURNAL entitled, "One Superintendent." It portrayed a young lawyer not having business enough to support him and having friends on the school board who gave him the office of superintendent of schools. It told further his manner of visiting the schools; invariable comments of "very well indeed" after listening to the reading, arithmetic, etc.; his speech to the children in which they were incited to go on "until they reached the utmost round of knowledge attainable"; his long tarrying and delightful ways where the pretty school-mistress presided and his shorter visits where those less favored were hearing lessons. All this was evidently a portraiture from life, but no name was given to the place or the official, and it had a fictitious signature. THE JOURNAL lay on the desk of the teacher; the superintendent (evidently ordered by fate) that morning visited the school. He picked up the paper, turned over its pages, and, as fate ordered, was attracted by nothing else than this portraiture of himself. He had evidently recognized who was meant, for he laid it down and went out, and exhibited afterward a good deal of ill-feeling.

The ways and means of some superintendents will not bear very close examination. "How did—get into office?" Knowing there was to be an election, he did not let it be known he wanted the place, but got three others to stand; none having a majority, his friends now brought him forward. The political superintendent is yet numerous in the land. But the calcium light is being turned on the schools, and from this time on a man must know education quite extensively to hold an important place; knowledge of politicians will not suffice.

In some cities it has been the practice to permit the superintendent to be both the examining power and the appointing power; from this shameful abuses have arisen. An ex-superintendent of this kind was asked how he held office so long. He replied, "I made myself solid with the politicians by appointing the persons they named!" Is it not a pity such a thing can be stated as a fact? Some boards of education make the superintendent merely a tool by which they pull political wires—but this is too large a subject.

The superintendent in most cities of the first class has now become an officer of high rank. The power of appointment is not lodged with him. He is required by boards of education, whose conduct is scrutinized by the public press, to carry forward the work in a manner worthy of the times, to give practical information to the teachers of the best methods of teaching, to possess a somewhat complete understanding of the capacity of youth to know and grow, and the proper subjects of study for those of any particular age, and the amount of knowledge that may be required by them as well as the best means of testing their progress. But this only partially defines the requirements in a

superintending officer; in general he must have a capacity for leadership, and be enormously sympathetic with children and hunger to see them at their best.

Oldest Schoolmaster's Certificate in New York.

By WILLIAM S. PELLETREAU.

There is nothing that shows the difference between the Dutch and the English settlers in New York so much as their action in relation to school and public education. In the English settlements the school and the schoolmaster held a prominent position and were liberally paid for; while among the Dutch the school was badly supported and managed, and the teacher held an inferior position. Although the plans and regulations, established in "Fatherland" for the guidance and directions of the colonies in New Netherland, enjoined that schools with suitable teachers should be maintained, yet many things go to prove that these directions were not complied with. In the "Remonstrance of New Netherland" in 1649, we find among the various causes of complaint, that "the new school-house exists only upon paper," and money collected for it had been used for other purposes. That what schools there were had their location in private houses, and "each one taught as long or as short as he liked," and it is curious to observe that the schoolmaster was invariably employed in some other capacity, to which his reputed calling was simply an adjunct. In one place we find that it was recommended to "employ a person as preceptor who might also act as a schoolmaster," showing plainly that his position in the latter capacity was decidedly subordinate. In one town on Long Island, the schoolmaster was expected to act as sexton and in case of funerals it was his duty "to dig the grave and ring the bell." We may imagine the feelings of some modern "Professors" if called upon to perform these duties.

One of the results of the English conquest was to introduce a higher order of instruction. Schools were better provided for, and the schoolmaster held in higher esteem. Many of the Old Dutch burghers in their wills made arrangements that their minor children should be "brought up to an English education." The truth is that when the Dutch came in contact with the English, they came in contact with a superior race, and they knew it.

Among the first of the English schoolmasters in New York was William Huddleston, and his certificate and license to teach has been preserved and is an interesting relic of early school history:

BENJAMIN FLETCHER, Captain Generale, and Governor-in-Chief of their Majesties, Province of New York, Province of Pennsylvania, County of New Castle, and Territories and tracts of land thereon depending in America, etc., and Vice-Admirale of the same,

I do hereby Authorize and appoint you, William Huddleston, to teach an English School, and to instruct all Children wherewith you shall be intrusted for that purpose, in the Acts of Writing and Arithmetic, etc., in the City of New York. You are therefore diligently and carefully to discharge the said duty of School Master, and to receive and enjoy all such privileges and advantages as to the Office and place of a School Master doth and may belong, and appertain. For which this shall be your sufficient Warrant.

Given under my hand and seale at Fort William Henry this nine and twentieth day of August, in the fifth year of the Reigne of their Majesties, King William and Queen Mary (1692).

BENJAMIN FLETCHER.

By His Excellencie's Command

DAN. HONAN.

William Huddleston was not only a schoolmaster but a very active man of business, and invested largely in real estate, when lots on Broadway and Wall street could be bought for a few hundred dollars. His name

very frequently appears in the records in the Register's office, and buildings now worth millions stand upon lots whose titles are derived from "William Huddleston, schoolmaster."

Composition:

Its Relation to the Other School Studies.

By F. MONTESER.

The purpose of teaching composition in the elementary school is to enable the pupil to express his thoughts clearly, in logical order, and in correct language, and to give him a certain command of the words and expressions of the higher literary and technical vocabulary. Composition thus is essentially a form study and, like other form-studies is very largely dependent for its content upon the material supplied by the thought-studies. This material will be mainly taken from literature and history (including ethics and civics); occasionally it will be drawn from the natural sciences, art, and manual work, and even from mathematics.

The daily experiences of the pupils, their excursions, etc., will also furnish subjects for compositions; but these, though requiring less work in their preparation, are merely of a secondary importance compared with those of the first mentioned kind. It is true that they afford an opportunity for an easy flow of language and for an exercise of the imagination. But, on the other hand, they make little demand of the logical faculty of the pupil, usually requiring only the employment of commonplace ideas, and confine expression to the colloquial vocabulary. Says Dr. Harris in his report to the Committee of Fifteen: "It is clear that the pupil should have a dignified and worthy subject for composition, and what is so good for his purpose as the themes he has tried to master in his daily lessons?"

Thus the relation between composition and the other school studies becomes one of mutual helpfulness. On the one hand, the pupil, in order to write his composition is compelled to bring before his mind the thoughts of a particular lesson in a peculiarly clear and forcible manner, and, on the other hand, he will more easily acquire the art of writing, by seeking the best expression for definite and well-mastered groups of ideas.

This relation will be most easily and naturally established where all the studies are combined in the hand of one teacher. In a school where the department-teacher system prevails a close co-operation between the teacher of composition and those of the other departments becomes absolutely necessary.

With regard to this co-operation the following plan would seem feasible: The teacher from whose departments the composition is taken will first work out with the class a clear, logical outline, and the work of the pupils, when handed to him, will be criticised by him chiefly with regard to the correctness of the ideas expressed and their logical order, though, for convenience, he might mark also orthographical mistakes and the like. The composition will then be given to the teacher of English who will judge it from the rhetorical point of view and make suggestions as to the best choice of words, the proper use of connectives, the harmonious balancing of phrases, and similar matters of style. In the light of this double criticism the pupil will then be required to re-write the whole composition, thus producing what is virtually an entirely new piece of work, as correct in ideas and language and as pleasing in style as may be expected at his stage of general culture and experience.

This plan does not exclude, but rather emphasizes the value of such exercises as reproductions of stories, both oral and written, and paraphrases of narrative poetry. The latter especially, though liable to great abuse, is yet one of the most valuable devices for securing the use of concise and forceful expressions and for the discrimination of poetic and prose diction. These exercises bring out the relation between literature and composition, which, of course, is of a most intimate character.

Workingman's School, New York City.

One Way to Teach Music.

By HARRIETTE WILSON.

It is often a problem how to present music in the most direct way to children in the primary grades. Many ways are tried—and often successfully—by teachers of attractive personality and of individual force; and, after all, if one be quite sure of herself as to attainments and intelligently-planned work, individual methods are a gain, and incite more interest and spontaneity in pupils, as a general thing. Many teachers, however, are not prepared to lay out an original plan of work, and to these a few suggestions may help to rid them of some of their perplexities.

One young woman achieved artistic results in a small school of first grade children by singing to them while at their work, the songs she intended teaching them. She had a highly cultivated voice, she managed the phrasing with great care, and did not let the children sing with her until she had sung the song to them for some length of time. Finally she had the class sing with her, and by this time the song was essentially learned, and if the imitation were pretty accurate (as, by this method, it would doubtless become) very little polishing would be needed to produce a charming result.

But this might be dangerous practice for a teacher who was not a skilled musician; and there are disadvantages in doing work which involves no thought on the part of the pupils.

There is the usual, and perhaps for the teacher the easiest, practice of beginning with scale drill, by numbers and syllables, until to children much of music, in their comprehensions, resolves itself into "do, re, mi, do," etc. How much of an advantage this may be in primary schools is uncertain, and there is no question about its being to a degree drudge-work and unmusical, as it is frequently practiced.

Tone, and two equivalents (if the use of the staff be not also included) are thrust upon the child when his little mind is usually being fed in other ways quite to its limit of capacity. Is it not simpler to get at the result in a less confusing manner?

We all are agreed that children must have songs—songs which are suitable to childhood, musical, and within the range of their limited voices. These are not easy to collect, it is true,—not that there is any lack of so-called "songs for children," but how many of them are really choice, and worth preserving, and of course the music which is taught to large classes of children, which is with great care drilled into their remembrance, by which their taste is formed, and which may possibly survive several generations, should be as carefully selected as is the literature with which youthful minds are stamped.

Suppose we take Schubert's "Cradle Song" as a lesson, or that eminently childlike song of Stevenson's, so prettily set by Nevin:—

"In winter I get up at night
And dress by yellow candle light,
In summer, quite the other way,
I have to go to bed by day," etc.

The words are first taught to the class, verse by verse; when the children are quite familiar with one stanza so that they can follow in their minds the fitting together of words and music, the teacher plays or sings for them the song once or twice. Then she writes it out on the staff on the blackboard; the children are interested in the "pictures of the tones," and the up and down movement of the intervals will aid them in placing their voices. Let them follow the notes while they sing, and if possible keep the song on the blackboard until it is learned, so that the class shall have opportunity of associating the sound with the universal image.

The children are not in this way confused by detail, while at the same time they are unconsciously learning to read a little, and are at least becoming as familiar with the true representation of tone as they are with words which picture to them the objects they represent.

Besides, what could be more expressive than some of

THE CODA: SUPPLEMENTARY MUSIC.

DAY IN ITS SPLENDOR.

mf Andante.

1. Day in its splen-dor, Tints a-gain the eastern sky, Now let us
 2. Hold us, O hold us, In thy lov-ing care to-day, Lead us, O

mf

ren-der Thanks to God on high. Thou didst guard our slum-bers,
 lead us In thy bless-ed way. Trust-ing in thee ev-er,

f

Thro' the shad-ows dark and long, Hear the grate-ful num-bers,
 Thy commands may we ful-fill, Nought from thee can sev-er,

p rit. *mf tempo.*

Of our morn-ing song. Fa-ther, O . . hear us, Hear our joy-ful
 Nought shall do us ill. Fa-ther, O . . hear us, Hear the hum-ble

p. *rit.*

song of praise, Fa-ther, O . . hear us, Hear our song of praise.
 prayer we raise, Fa-ther, O . . hear us, Hear the prayer we raise.

the musical signs? All the verbal illustration in the world doesn't better convey the idea than the simple sign $\ll \gg$, or the sharp dashes which indicate staccato.

It ought to be quite unnecessary (tho' it is to be feared a caution is sometimes not misplaced) to say that the teacher must herself be accurate, so that her pupils shall never see anything written incorrectly, and she should have her work in such command that it can be quickly performed. Care in regard to pitch is also essential, in order that the tone-association may not be wrong.

There is an unconscious preparation in this work which greatly simplifies the difficulty of reading music, when a higher grade is reached and the children have books to read from. Especially is this a gain when words and music are to be read together, which is the ultimate aim in all the practice.

State Normal School, Willimantic, Conn.

Thanksgiving Proclamation.

President Cleveland has designated Thursday, November 28, as Thanksgiving day. His proclamation which was issued Nov. 4, should be read in every school-room in the land. It is as follows:

"The constant goodness and forbearance of Almighty God which have been vouchsafed to the American people during the year which is just past call for their sincere acknowledgement and devout gratitude. To the end, therefore, that we may with thankful hearts unite in extolling the loving care of our Heavenly Father, I, Grover Cleveland, president of the United States, do hereby appoint and set apart Thursday, the twenty-eighth day of the present month of November as a day of thanksgiving and prayer, to be kept and observed by all our people. On that day let us forego our usual occupations, and in our accustomed places of worship join in rendering thanks to the Giver of every good and perfect gift for the bounteous returns that have rewarded our labors in the fields and in the busy marts of trade, for the peace and order that have prevailed throughout the land, for our protection from pestilence and dire calamity, and for the other blessings that have been showered upon us from an open hand.

"And, with our thanksgiving, let us humbly beseech the Lord to so incline the hearts of our people unto Him that He will not leave us nor forsake us as a nation, but will continue to use His mercy and protecting care, guiding us in the path of national prosperity and happiness, enduing us with rectitude and virtue, and keeping alive within us a patriotic love for the free institutions which have been given to us as our national heritage. And let us also on the day of our thanksgiving, especially, remember the poor and needy, and by deeds of charity let us show the sincerity of our gratitude.

"In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

"Done at the city of Washington this fourth day of November, in the year of our Lord one thousand eight hundred and ninety five, and in the one hundred and twentieth year of the independence of the United States.

"GROVER CLEVELAND.

"By the President:

"RICHARD OLNEY, secretary of state."

Ralph Waldo Emerson wrote to his daughter when she was away from home at school, "It does not matter so much what you study as it matters with whom you study." This is very important. If you can spend this winter with a man older than you are, wiser than you are, whom you cannot talk with nor look upon but you feel that here is a real living man—an almighty child of an Almighty God—do you take that chance. Very likely you will never have such another. And this is the greatest gift that God himself can give you.—Edward E. Hale.

Letters.

Lately there has been submitted to me for my opinion, a manuscript entitled: "*Monitory Mother Musings on the Symbolism of Mother Goose.*"

These musings are evidently inspired by the cyclone of symbolism which is blowing across the country, leaving in its path the ruins of healthy child imagination and of plain common sense child culture.

With the permission of the author, I send you a sample of the collection, in the hope that it may open the eyes of truly thoughtful teachers to the enormity of the wrong that is being done to childhood by these inane verbiages, poured out of late, by a number of pseudo philosophers, in the name of Froebel.

"The Cairo," Washington, D. C.

EUDORA L. HAILMANN.

Monitory Mother Musings on the Symbolism of Mother Goose.

By A. O. M.

LITTLE JUMPING JOAN.

As my child his Ego prescient feeling,
His soul, a monad, self-activity revealing—
So he learns to view the microcosm,
Self-dividing from the macrocosm.
Still, in time, the Whatness of the Which
His little brain will know, and, oh! how rich,
To feel "the Universe grows 'I,'" and that I grow
Into the image of my Maker, here below.

Here am I, little Jumping Joan,
When nobody's with me, I'm always alone.

Your darling child, dear mother, stands before you.
He has climbed up, on this symbolic pathway, ready for action.
In his childish way, he feels that his "soul is a monad, which, by its self-activity, repeats for itself the universe."*

See! How, instinct with the animism of childhood, unconsciously sensing that the colossal self is present, not only in the great macrocosm, but lives, feels, moves, swells into Being, Is, also in *him*. "Here am I," little Jumping Joan in this utterance voices the note that has come down to us through long ages of human struggle, human achievement, human development. "I AM." Magic symbolism! Thou dost indeed come to us as from a higher world.

Deeply thy spirituality stirs within the throbbing breast of Humanity—the child of the Great All—the Inscrutable I AM—within the inner soul consciousness of the Babe.

Dimly, yet none the less surely, has the phenomenon of soul growth come to a head, as it were, within his child-consciousness. For the first time he feels the Ego—the self-hood of the I, and, co-etaneously the deep insight into the Law of the Essence of Being, trembles sweetly into the dawning higher consciousness—that it is only as the "Universe grows I, that I grow into the Universe."

As is so aptly stated by one of the leading educators of modern times—"No paradox of mind is more interesting than that which relates to the connection between imitation, moral freedom, and intellectual originality."

"Little Jumping Joan." My child can jump. "See! Will you not jump, precious dear?" Ah! He *will*. My child can *will*. "Now, Mother will jump for her darling little one, and the dear child will imitate her!"

Herein lies the deep symbolism of the rhyme.

First, through the direct action of the Will upon the ganglionic nerve centers of the child's legs, he is brought to infer a causal energy as the begetter of a perceptible effect—now he is *here*, and now he is *there*. "Space" has been traversed.

Your Babe has learned to make a causal "synthesis"† of the elements of experience.

But you, active, loving, jumping mother, have, by playing with your child, enabled him to imitate an *alien deed*—you have jumped—he jumps, as you; he has formed an ideal in his child-mind, and has energized in his dear, active way to realize it.

Herein lies the germ of the essential essence of Intellectual Being—both positive and negative, relative, and absolute.

Following closely along the line of the Inner Soul, as related to the ultimate great self-hood of Absolute Being, the inner vision of the awakening child-mind, begins to discern the Great Second Person—as distinct from the Great First.

The personality of individuality dawns upon the horizon of his awakening self-consciousness; he feels dimly that the "true self

* Leibnitz.

** Spencer's First Principles.

† Ibid.

‡ It has suggested itself to me in a deeper mood, that in this jumping—this impulsive upspringing of the child—might there not be a latent prophecy of the soul's struggle into the higher realms—the upper stratum, as it were, of the spirit glow.

in each individual is identical with the true self in all individuals—that each one of us may repeat another's deed"—yet—*this deed depends, for its perpetration, upon the existence of an Individual.*

And, not only this,—your baby, watchful mother, living the symbolism of the simple rhyme, feels the import of the thought—connection "When nobody's with me, I'm always alone."

Dear Mother! Do you not feel it with your child, and for him—the energizing thought-concept, the spirituality of the eternal alone-ness of the rarified soul-essence—reaching far beyond the narrow confines of material existence—into the infinite Beyond—blest realm of the exquisite Ether of the Refined Spirit?

True as the needle to the pole, points the guiding inference to the inevitable law governing the positive and negative of the Essence of Absolute Being—(a+b)—b=a.

New York Law Regarding Temperance Teaching.

In answer to the many questions which are daily received at this department, we have been obliged to issue the following official interpretation of Chapter 1041, Laws of 1895, entitled, "An act to amend the consolidated school law providing for the study of the nature and effects of alcoholic drinks and other narcotics, in connection with physiology and hygiene in the public schools." It is submitted for the information of all interested, and is based on experience, inquiry, and correspondence during the first month of its operation since the opening of the schools for the year.

What shall be taught?—"The nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught."

NOTE.—The subject required to be taught is plainly indicated. It embraces tobacco in all its forms, opium, morphine, coffee, tea, and all mixtures into which alcohol or any other narcotic enters as an element. It is assumed that the law requires instruction in the *injurious* effects of alcoholic drinks and other narcotics.

In connection with what?—"In connection with the various divisions of physiology and hygiene."

NOTE.—The "various divisions of physiology and hygiene" treat of foods, drinks, clothing, digestion, the blood and its circulation, lungs, the bones, the muscles, the brain, the nerves, etc., and the law evidently requires that "the nature of alcoholic drinks and other narcotics and their effects upon the human system shall be taught in connection with each of the various divisions."

How thoroughly taught?—"As thoroughly as are other branches."

NOTE.—As thoroughly as arithmetic, grammar, geography, reading, writing, and spelling, or any other subject prescribed in any course of study.

How often taught?—"For not less than four lessons a week for ten or more weeks in each year."

NOTE.—The length of each lesson must be determined by local school authorities, and should be of sufficient length to insure such instruction as will prepare pupils to pass required tests. The law does not specify whether instruction shall be given during any particular ten weeks of the year, but care should be taken to provide instruction sufficiently early in the school year to avoid danger of failure to comply with this provision of the law. Hence this instruction should not be postponed till the last ten weeks of the year.

In What grades and schools?—"In all grades below the second year of the high school in all schools under state control, or supported wholly or in part by public money, and also in all schools connected with reformatory institutions."

NOTE.—The law seems to plainly require that instruction must be given in *each grade*, whether annual or semi-annual. Departments cannot be considered to mean grades.

How long instruction must be continued.—"All pupils must continue such study till they have passed satisfactorily the required primary, intermediate or high school test in the same, according to their respective grades."

NOTE.—The local school authorities (trustees or boards of education) must be the judges as to the sufficiency of all tests required. It is their duty also to prepare all questions to be used in such tests—prescribe the manner and fix the time of holding examinations, determine the standing to be attained as a test for promotion, establish all necessary regulations, provide for printing questions when necessary, furnish materials for examinations,—and notify pupils of results of examinations. Where boards of education authorize promotions in other subjects on recommendations of teachers in the different grades, this will constitute the "required test in this subject."

Regents' examinations.—"All regents' examinations in physiology and hygiene shall include a due proportion of questions on the nature of alcoholic drinks, and other narcotics, and their effects on the human system."

NOTE.—This clause calls for no explanation. The regents of the university will see that this requirement is enforced.

Courses of study.—"The local school authorities shall provide needed facilities and definite time and place for this branch in the regular course of study."

NOTE.—A course of study must be arranged for each grade in every school below the second year of the high school, which must include "this branch," viz.: the "nature of alcoholic drinks and other narcotics and their effects on the human system."

The words "provide needed facilities" cannot be construed to authorize local authorities to provide text-books for pupils except where a system of free text-books has been authorized by the law.

All pupils who can read must study from text-books.—"All pupils who can read shall study this subject from suitable text-books."

NOTE.—As all pupils cannot read equally well the law provides in the next paragraph, that text-books shall be graded to the capacities of primary, intermediate, and high school pupils. It is evidently intended that each pupil who can read must be provided with a text-book suited to such pupil's grade.

The words "this subject" must be understood to refer to the "nature of alcoholic drinks," etc.

Oral instruction to those who cannot read.—But pupils unable to read shall be instructed in it orally by teachers using text-books adapted for such oral instruction as a guide and standard."

NOTE.—Teachers must give oral instruction four times a week for ten weeks to all pupils who cannot read—using as guides text-books adapted to such oral instruction.

Text-books must be graded.—"And these text-books shall be graded to the capacities of primary, intermediate, and high school pupils."

NOTE.—The proper grading of text-books thus provides that each pupil may be furnished with a book suited to such pupil's grade, whether primary, intermediate, or high school.

Quantity of matter in text-books.—"For students below high school grade such text-books shall give at least one-fifth their space, and for students of high school grade shall give not less than twenty pages to the nature and effects of alcoholic drinks and other narcotics, but pages on this subject in a separate chapter at the end of the book shall not be counted in meeting the minimum."

NOTE.—This department cannot decide except on appeal, what text-books meet the requirements of the law. Any text-book will comply with this requirement so far as quantity of matter published is concerned, which contains the number of pages indicated,—provided those pages are not placed together at the end of the book. The number of pages may and doubtless will be distributed throughout the book, in order that each division of the subject of physiology and hygiene may be properly treated. Local authorities must select all text-books, and quality of matter should be considered to the end that what is published shall be scientific truth.

Text-books not complying cannot be used.—"No text-book on physiology not conforming to this act shall be used in the public schools except so long as may be necessary to fulfill the conditions of any contract existing at the time of the passage of this act."

NOTE.—If any text-book on physiology and hygiene has been legally adopted within five years previous to August 1, 1895, under the provisions of the law relating to frequent changes in text-books (Article 2, Title 15, of Consolidated School Law), it cannot be displaced by any other text-book within five years from date of adoption, except in pursuance of law. At the expiration of the "contract," text-books must be selected which conform to this law.

Instruction in normal schools, teachers' training classes, and teachers' institutes.—"§ 20. In all normal schools, teachers' training classes, and teachers' institutes adequate time and attention shall be given to instruction in the best methods of teaching this branch."

The attention of principals of normal schools, instructors of teachers' training classes, and conductors of teachers' institutes, is especially called to this requirement, and they will be expected to make the required affidavits that adequate time and attention have been given to instruction in the best methods of teaching "this branch," which refers to the "nature of alcoholic drinks," etc.

Teachers must pass satisfactory examinations.—"And no teacher shall be licensed who has not passed a satisfactory examination in the subject, and the best methods in teaching it."

NOTE.—This provision re-enacts and emphasizes one of the wise requirements of the law of 1884, which has been strictly enforced.

No state school money to be paid until affidavit has been made that the law has been faithfully complied with.—"No state school money shall be paid for the benefit of any district, city, normal or other school herein mentioned, until the officer or board having jurisdiction and supervision of such school has filed with the officer whose duty it is in each case to disburse the state school money for such school an affidavit made by such officer, or by the president or secretary of such board, that he has made thorough investigation as to the facts and that to the best of his knowledge, information, and belief all the provisions of this act have been faithfully complied with during the preceding school year."

§ 2. This act shall take effect August 1, 1895.

NOTES.—As this law took effect August 1, 1895, no affidavit can be required covering instruction during the school year, which ended July 31, 1895.

The letter of the law cannot be complied with, inasmuch as the apportionment of state school moneys is made at different times and by different methods.

Apportionment of state school moneys.—Apportionment of state school moneys is made by the state superintendent of public instruction, as follows:

To all public schools, in April of each year, through county treasurers, and by them to supervisors and city treasurers.

To normal schools, at end of each month that schools are in session, in monthly budgets.

To teachers' institutes, monthly, in salaries of conductors.

To teachers' training classes, in February and July of each year.

To Indian schools, to superintendents, usually at end of each month of school.

No "state school moneys" are apportioned to "Schools connected with reformatory institutions." Appropriations are made by the legislature directly to such institutions.

AFFIDAVITS.

No affidavits will be required under this act until after the close of the school year, ending July 31, 1896.

Affidavits that "all the provisions of this act have been faithfully complied with during the preceding school year," will thereafter be required, as follows:

In common school districts—by trustees to supervisors at the time state school moneys are paid to treasurers of school districts.

In union free school districts—by superintendents of schools, or (if there be none) by presidents of boards of education to the supervisor at the time state school moneys are paid to treasurers of union free school districts.

In cities—by superintendents of schools or presidents of boards of education, to county treasurers at the time state school moneys are paid to city treasurers, chamberlains, or other disbursing officer.

NOTE.—As the apportionment of state school moneys in April, 1896, will be based upon reports covering the school year ending July 31, 1895 (before the present law took effect), affidavits covering that school year cannot be required. The first affidavits of school officers under this act will not be required until May 1897.

A strict construction of the law would require normal schools, teachers' training classes, and teachers' institutes to comply with "all the provisions of this act"—including the requirements of the first section, but this is manifestly impossible. Normal schools could not thus comply with that section without employing more teachers and purchasing more books, for which no appropriation has been made. To deprive them of public money would close them.

Therefore, presidents of normal school boards, instructors of teachers' training classes, and conductors of teachers' institutes will be required, once each year after July 31, 1896, to make affidavit only that "adequate time and attention have been given to instruction in the best methods of teaching this branch," . . . "during the preceding school year." These affidavits will be made to the state superintendent of public instruction.

The Department of Public Instruction will promptly reply to all inquiries not fully answered above.

Albany, N. Y.

CHARLES R. SKINNER,
State Superintendent.

Child Study Notes.

NORMAL COLLEGE, NEW YORK CITY.

The committee on "Child Study," of the Associate Alumnae of the college announce the following program for the coming season. The meetings will be held at 4 P. M. in the Alumnae library and are open to members and their friends.

Nov. 7.—Topic: "The Sense of Touch." By Dr. Hannah De Milt. (Helen Kellar and her teacher will be present at this meeting.)

Dec. 5.—Topic: "Formation of Character as Related to Child Study." By Dr. B. C. Magie.

Jan. 9.—Topic: "Results of Child Study in the Workingman's School." By Dr. Frederic Montser.

Feb. 6.—Topic: "Child Study in the Family. (The Growth of Character.)" By Mrs. Felix Adler.

Mar. 6.—Topic: Results of Child Study in the Alumnae Kindergarten." By Miss Mary A. Wells.

April 3.—Topic: "Medical Aspects of Child Study. Discussion." By Dr. Elizabeth Jarrett.

May 8.—Topic: "The Child's Love of Nature." By Miss May Palmer.

The members of the Associate Alumnae committee on "Child Study," are: Jennie B. Merrill, chairman; Emily I. Conant, vice-chairman; Harriet H. Keith, secretary; Alice R. Northrop, president.

COLLEGIATE ALUMNAE.

A number of members of the Association of Collegiate Alumnae have pursued a course of child study. The committee which prepared the plan for 1895 recommended to members having the opportunity of daily observing children from birth to three years, to prepare themselves by a careful study of Preyer's "Mind of the Child," Shinn's "Notes on the Development of a Child," and Tracy's "Psychology of Childhood," to make record of the differences and agreements of their own observations with those of the given authors.

The observations to be recorded every week were:

(a) Favorite plays and occupations; also, if possible, the length of time they secure undivided attention.

(b) Inducements to persistence after spontaneous interest has ceased in an occupation.

(c) Soliloquies, if they can be written down without the child's knowledge.

(d) Favorite stories.

(e) Imitated actions, as shown in games, emotions, and behavior.

Notes secured under the above suggestion were sent to Miss Annie H. Barus, of Washington, D. C., who is the chairman of the association's committee on the "Study of Development of Children," and are being compiled for publication.

Editorial Notes.

"I was educated under the 'three R system,'" one teacher writes, "but I soon found that was not enough. I have spent a great deal to bring myself up to the needs of my school." These are the words of a conscientious person; to send pupils out with the three R's only is a species of deep injustice; they ask for bread and get a stone. No wonder the Catholics find fault with what is not done in the schools. We must aim at the highest effects which one person can produce in the school-room. Every pupil must be influenced to act well his part. The world outside is a seething mass aiming for money—the material things of life. The pupil must join this mass, but he must enter it in the spirit of the One born in Bethlehem.

Is there a single school-room where a poem of Eugene Field has not been read? It is a misfortune for those boys and girls over fifteen years of age who have not known of his existence and writings. The new education aims to bring into the pupil's horizon things that make for a happiness arising from acquaintance with the best sayings of the real poets of their time. It will be an hour well spent in the advanced classes to let them search out and read from the poetry of Eugene Field, whose death occurred the other day.

The presence of comets in the heavens may be made to have a great interest to the school. The one called Faye's comet is now rapidly retreating from the earth; it is invisible except with a powerful telescope; it will return in 1904. Encke's comet makes a revolution around the sun every three years. Halley's comet will appear again in 1911. It played an important role in the conquest of England by William of Normandy at the battle of Hastings in 1066. This comet was regarded by superstitious ones in England as a judgment of God, and it was said by some that the crown of England was snatched from the comet's tail. This idea is cleverly traced in the tapestry of Matilda, wife of William the Conqueror, which is preserved at the Cathedral of Bayeux.

Leading Events of the Week.

The Russian foreign minister denies that a secret treaty has been negotiated between Russia and China.—Earthquake shocks felt in Illinois and several other Western states.—Archbishop Satolli, papal delegate to the United States, to be made a cardinal; he will remain in this country for some time.—The Chinese insurgents capture the capital of the province of Kansu.—M. Bourgeois forms a French cabinet.—Discovery of a scheme to restore the monarchy, in Brazil.—A mass meeting in Washington declares in favor of Cuba's independence.—The first instalment of \$40,000,000 of the Japanese war indemnity has been paid, and the Japanese army is evacuating the Liaotung peninsula.—The mikado of Japan writes a letter of thanks to President Cleveland for services rendered during the war, in bringing about the peace treaty.—Rome, Italy, shaken by an earthquake.—The czar celebrates the anniversary (November 1) of the death of Alexander III.—Miners from Alaska say Canadian military police are building fortifications on the Alaskan boundary line.—Pittsburg's new and magnificent library, the gifts of Andrew Carnegie, dedicated with appropriate ceremonies.—The Republicans win in the elections in New York, New Jersey, Massachusetts, Maryland, Nebraska, Ohio, Pennsylvania, and Iowa, and the Democrats in Kentucky, Virginia, and Mississippi.

Editorial Correspondence.

PROVIDENCE.

The meeting of the Rhode Island teachers calling me eastward, the beautiful *City of Lowell* of the Norwich line was boarded, and the journey began just as an easterly storm set in. Rain, a novel feature this autumn made its appearance and was welcomed although it made it impossible to sit on the open deck and enjoy the view of the East river in that beautiful section extending from New York eastward for twenty-five miles. The night set in heavily; there must have been some waves of goodly size, for now and then one would bang against the side of the steamer almost as though a collision with another ship had happened. The voyage on the *Teutonic* to England in 1893 was a much smoother one.

The Rhode Island Institute of Instruction was holding its fifty-first meeting. It had an admirable president in Walter B. Jacobs. In his address he said a new article has been added to the general creed: "I believe in education, its power, and efficiency." In introducing the Herbartian speakers, he felt it needful to speak guardedly, "We are scarcely ready to subscribe to the Herbartian doctrine as a whole." Some of his sentences are well worth taking as texts: "It is the aim of this institute to foster the spirit of professionalism in education." "The license to teach should be the highest license conferred by an institution of learning." "The public will never properly respect us until we ourselves hold the office of teacher in respect."

After listening to these very remarkably pregnant sentences ought not the institute to have gone with all its force into considering the question "How shall all the teachers of Rhode Island be put on the track of professionalism?" So it would seem, but it did not. In other words the keynote was rightly sounded, then it began to consider useful enough themes, but not themes bearing on Professionalism. I may be wrong, but it seemed to me that the past influenced the general meetings too much. Let me ask, Will 500 of the 1,000 members go back determined to become professional teachers as the result of the meeting? Possibly it may be asking too much that the Rhode Island institute should cut loose from old methods of conducting its noble annual gathering.

I do not wish to be understood as hinting that great usefulness and benefit to the teachers will not come from this meeting. I do feel, however, that some of our annual conventions should strike for professionalism in teaching, and make that the main thing; the usual subjects discussed should be remanded to department meetings. No state has done this at present. We commend such a step to the new president of the Rhode Island institute.

President Jacobs was followed by Miss Sarah E. Doyle, on "The Teacher's Personality." It was a good address. It should have been cut into two parts, one delivered before a department considering methods, another one considering ethics or morals.

Prof. Alexander E. Frye, followed on "Geography;" and he gave an instructive address. As all know, he is the author of two very important geographical works. But he is more than an author. He was, to start with, a natural teacher (though I think all are born to teach, since all are born to be fathers and mothers); becoming an assistant of Col. Parker at Quincy, and being selected as an assistant in that remarkable work begun at Normal Park in 1884, he had opportunity for acquainting himself with pedagogical ideas then far in advance of the period and just now seen to be right, and hence Alexander Frye is a good deal more than a writer of a geography. This address I would have had before two departments; one, on Courses of Study (subject-matter), and one on Methods,—it mainly pertained to the latter.

Prof. Frye said something that would have made the old members of the Rhode Island institute shudder if they have not acquired pedagogical knowledge as the years have rolled along. For instance, that the pupil is the one to propose questions! This is indeed revolutionary! But no dissent was offered.

Supt. George I. Aldrich, of Newton, Mass., discussed "Arithmetic." His remark: "No very extensive knowledge of arithmetic is needed to perform the business operations that a man is called to perform," will give the key to a great part of his excellent address. There have been many, many addresses made pointing out the waste of youthful effort on arithmetic. There is less time now given to arithmetic because physical and manual training, and nature and science study have come into the course of study. Supt. Aldrich pointed out that formerly the mental discipline of the schools was expected to be gained in the arithmetic class. Examinations were once wholly in reading, spelling, and arithmetic. Class-grading was determined by arithmetic; all who could work fractions went together.

Prof. A. C. Apgar, of the New Jersey normal school, discussed "Science." He is the favorite speaker at institutes in New Jersey, and became a favorite here. He advocated the study of things close at hand,—the things themselves. He cited a school in New Jersey, where book botany is studied year after year, and not a plant is taken to the school-house! He spoke out bravely without

fear of offending his 2,000 teachers as follows: "The teacher takes boys and girls with some talent for observing and studying things, in fact, anxious to study things, and in about two years their talent for observation is wholly killed." One could but wonder if any said, "Do I do this?" And whether if they concluded they did, the blame was not thrown on the superintendent or community which demands book knowledge and will not employ a teacher who fails to cram with it.

On Friday morning, Supt. Balliet, of Springfield, spoke on "Apperception," defining it as the bringing to bear on a perception all the previous knowledge of the mind. Perception with powers gained in thousands of previous perceptions. He made this matter very clear and interesting, although psychology is supposed to be a subject in which neither of these qualities dwell. He made a little experiment with the teachers that showed them one might look and not see. (An old Western teacher used to put it—"You must not only look, you must observe.") He asked all to draw a circle to correspond with a watch face, and then put in the characters for one, two, three, etc. "How many have put in IV for four?" (Most had done so.) "There is no watch with IV on it; they all have four 1's." He then led them to infer that a child might pass through the form of learning and not be educated. A capital address.

Prof. Wilson, of the state normal school spoke on "Interest." Its especial value was that it proposed there should be a study of the philosophy of interest.

A class of girls in white gave gestures in concert to the accompaniment of a violin. It ought to have aroused many a teacher to consider Expression through Gesture—even the teacher from the rural district. But probably, some good deacon would object to a pretty girl in white dress and black stockings posing in a public school now threateningly now beseechingly! However, they did it here.

Prof. Frank McMurry, of the Buffalo university, discussed the use of "Robinson Crusoe" as a book to be used in school; he opposed the conclusions of Dr. W. T. Harris in the "15" report, in very vigorous language. He contended that the book was a history of religious development. It tends to arouse a love of God, to value the discoveries of the past, and to set a high estimate on social relations. The criticism of the book set many to thinking they had not seen these qualities in the book, and gave reasons for its popularity which most had concluded arose from its being a story of adventure.

Pres. Charles DeGarmo, of Swarthmore college, spoke on the "Education that makes for Manhood." Every line of study should have its bearing on conduct. Literature and history of the best class uplift greatly, but they do not exhaust the list. All studies that help to make the human being efficient, just, fair-minded and generous must have a place in the list. Geography may be made one of the most moral studies. The pupil must be aided to adjust himself to the civilization in which he is born. Co-operation and reciprocity are seen more than ever to be at the basis of human progress. These must be revealed to the pupil in the daily conduct of the school as foundation elements in human character.

Prof. DeGarmo took pains to refer to Dr. Harris as differing from him. The last two speakers are classed as Herbartians. Dr. Harris has a theory of the Will quite opposed to that of Herbart, and this forms one of the essential points from which difference arises. New England is quite disposed to stand by Dr. Harris, so that the addresses of DeGarmo and McMurry, both until lately from the West, both students of pedagogy in Germany were listened to with close attention by those who had noted the rise of Herbartian pedagogy in America.

DeGarmo is but one of a large class of thinking men who believe that our schools should make a short and sharp turn away from the gymnastics of arithmetic and the minute drill in spelling and aim at character or our civilization will have little meaning and value for us. Not a few believe that disaster is in store for us. When those who were pupils in our schools from 1860 to 1875 can be so rapidly recruited into an army by Debs, we are notified that our school system is not producing the results so confidently expected.

I did not hear the address of Pres. Hyde, of Bowdoin college, in the evening. On Saturday morning, Prof. L. Dunton, of Boston normal school, spoke of the "Educative Power of Music." This was followed by several classes illustrating the methods by which instruction was given in Providence.

The resolutions urged (1) an acceptance of the kindergarten; (2) uniform examinations; (3) permanent tenure by trained and experienced teachers.

DEPARTMENT MEETINGS.

The high school section had several interesting meetings. The "Use of the Stereopticon in Schools," was well presented by Prof. Miner H. Paddock, of the manual training school. He is the man the state of New York needs at this time when \$25,000 is to be spent in the use of stereopticons in schools where there are superintendents.

The Grammar School section was addressed on "Leaves," by Prof. Appgar; on "Sloyd," by Prof. Larsson, of Boston; and on

"European Schools," by Will S. Monroe. The bright and clear lecture of the latter was generously applauded.

The Primary Section had a session but the crowd was so great that it was not possible to get into the room. Miss Rice gave hints on "Illustrative Drawing," that filled most of her hearers with wonder.

The Kindergarten Section was also very generously attended. Those of us who remember how the kindergarten was despised scarcely fifteen years ago, and called a "humbug" by more than the mayor of New York, cannot but wonder at its rapid rise into popularity. It is a good subject for inquiry, Why is the kindergarten popular? How is it that Froebel was not better recognized by the teachers of Germany? Why is the man who proposes new methods in ——— an "old fool," and in Chicago a "faddist"?

Principal Geo. E. Church announced that after the lecture on "The Child," by Stanley Hall last year, a great interest had been exhibited in Child Study and the Barnard club has been formed in Providence, and many "round tables" in various parts of the state. "The Syllabus," issued by this club, will appear in THE JOURNAL.

The institute lacked in facilities for the exhibition of educational books and papers. On the side of the management it is said the teachers will leave the lectures to look at books, papers, etc. On the teachers' side it is to be said they must have freedom to do as they prefer. "They pay their money, they take their choice." Certainly the persistent effort made by the teachers to examine books and papers is indicative of a desire for knowledge that should be gratified. A book purchased or a paper subscribed for will have information that will last for months; it is not certain the words of the addresses will last so long.

Mr. Wright, the chairman of the supplies committee of the Philadelphia board of education, has ruled that the autobiography of Benjamin Franklin is unfit to be placed in the hands of the pupils of the public schools. Commenting on this the Philadelphia Record says: "The board of education should turn itself into a board of inquiry, and endeavor to ascertain the trouble that seems to bother Mr. Wright's intellectuals. If he be in his right mind he ought to resign; if he be not then some more appropriate place should be found for him."

The need of studying the elements of social economics in the public schools is becoming every year more apparent. The political campaigns furnish abundant testimony that the general public is unable to distinguish between essentials and non-essentials in proposed policies. The newspapers, with but a few exceptions, show by their editorials that either they hold the majority of their readers to be so ignorant of economic problems as to allow themselves to be bamboozled into any sort of political opinion, or else the editors themselves have so little understanding of the bearings of pending economic questions that their minds are easily befogged by the guiles of office-hunters. In either case the neglect of the study of social economics is apparent. The readers of THE JOURNAL will remember the contributions of Professor Patton on "Economics in Elementary Schools," of March 30, April 13, April 27, and May 25, in which the practicability of introducing this study in the public school curriculum was admirably shown. Another striking series of arguments bearing on this same subject was recently presented before a teachers' meeting in Illinois by Mr. John Hollez-Clarke, dean of the College of Social Economics in this city. According to a report printed in the New York Post, Mr. Clarke said that in the nature and range of the subjects pursued, our schools are modeled after those in England and other countries where it was not necessary or expected that the common people would ever have need of a knowledge of the state and of its industries and political principles which is the foundation of the highest national prosperity. "But this is the age of the people," Mr. Clarke continued; "the era of good-government clubs and independent political action. It is not enough that the leaders of parties should know or think, but the people themselves must be trained to think and fitted to form intelligent judgment concerning the wisdom of the different policies that are presented for acceptance or rejection." And he knew of no better way to give the key to this ability than through proper instruction in the high school. He would also give grammar-school pupils the benefit of the instruction, so far as their power of comprehension would allow.

The Springfield Republican writes: "Apparently the chief objection to married women in the schools is the decidedly cheap one of their crowding out single women who have no husbands to depend upon for their support. The real and only important question, whether they are good teachers, is left out of sight. The fact is, it is not yet accepted that the object of the schools is the educating of children, and not the furnishing of places for grown folks." This has the right ring. The child's education must be the only consideration in the choice of teachers. It is a pleasure to see so influential a paper as the Republican rise to

call attention to this truth which school boards only too often disregard.

The *Norwalk Reflector* writes: "If there were more manual training and less parsing in our public schools, the country would be the gainer." If some one should have said this in a teacher's meeting twenty years ago there would have been heard words of derision. At present it is generally accepted as a sound view. The world "do move."

Russian educational papers report a very successful experiment of supporting an asylum by the work of its inmates. The originator of the idea is Mr. Novikoff, who established an asylum for homeless children, with a view to teach them agriculture and some trade. A beginning was made with a school for fourteen boys. To this was later attached a reading room, and finally a carpenter shop was opened, where children could learn a trade and, at the same time, by executing some private orders, cover the expenses as far as the teacher's salary and the cost of the materials go, and have some profit besides.

The income derived from the experiment in this way, up to January 1, '95, amounted to 446.56 rubles.

On the grounds belonging to the school the children plowed a field, raised corn, wheat, and other products quite sufficient for their own needs.

Last year there were 22 boys at the asylum, who cost the institute 6½ copecks (about three cents) a month, including clothes and food. Last year this institution was supported by the, so-called, "semstwo," but now Mr. Novikoff is getting some material means from the Economical Society in St. Petersburg, and he hopes that he will be able to carry out his plan on a larger scale.

A correspondent of the *New York Post* affirms that there are in the Indian territory 30,000 children of school age who have no free school privileges, because of their white blood. The department of the interior should immediately investigate the matter and if found to be true ought to urge Congress to adopt remedial measures.

The Educational Congress of the great Atlanta Exposition opened Oct. 25. There were representatives from every portion of the country. Among those present were Supt. Newton C. Dougherty, of Peoria, Ill., president of the N. E. A.; President William R. Harper, of the University of Chicago; U. S. Commissioner W. T. Harris; A. E. Winship, of Boston; State Supt. Charles R. Skinner, of New York; and President Patten, of the University of New Jersey. Ex-Governor Northen had charge of the arrangements for the congress, and he called the meeting to order. President Stewart, of the Georgia State Teachers' association, delivered a short address of welcome, to which Supt. Dougherty responded. Col. F. W. Parker delivered an address on "Training of Teachers." Oram E. Lyte, of Pennsylvania, and George A. Ramsey, of Louisiana, also made addresses. The congress remained in session until October 31.

The Swiss Canton Aargau compels its citizens to attend school until the age of nineteen, during the winter months.

There is in Tomsk, in the heart of Siberia, a public school with 400 students, a fine library, and every educational advantage.

A day industrial school is to be opened in London for the benefit of children of vicious or idle habits.

There is a Maine town, according to newspaper reports, where the teacher sits all day alone in her glory and draws her pay. The scholars keep away because they "don't like her."

University of Virginia.

The University of Virginia was almost irreparably injured on Oct. 27 by the burning of the rotunda and main hall, the most important portions of the institution. The first news of the fire was received through telegrams from the mayor of Charlottesville to neighboring cities asking for assistance. Richmond, Lynchburg, Staunton, and Alexandria despatched engines on fast trains, some of them reaching the scene in time to do good service in saving adjoining buildings. The loss is estimated at \$100,000.

The fire which was discovered at half-past ten o'clock A. M., started in the annex to the old rotunda, and before its force was spent not only the annex but its contents, of inestimable value, were totally destroyed, and the rotunda, which stood as a noble monument to Thomas Jefferson, the founder of the university, and built after plans of his own, was in ruins.

The fire was discovered by some students, and, though more than five hundred young men used what appliances they had, it was soon beyond their control. Then, under the supervision of Professor Echols, they made strong efforts by the use of dynamite to prevent the spread of the flames to the rotunda. So massive was the structure, however, that the dynamite had little impression, and Professor Echols standing on the roof of the library building threw a large quantity of dynamite to the roof of the rotunda.

A crash followed, and burning fragments of brick and tin were thrown in every direction, but on each side of the portico were massive pillars of Italian marble, quarried in Italy at great expense to Mr. Jefferson, and these could not be overthrown.

By this time the flames had advanced beyond all bounds and leaped from the annex to the rotunda. The firemen at once directed their attention to this building, as in it was the library of 61,000 volumes, many of them extremely rare and valuable; a life-size statue of Jefferson and many noble portraits and rare works of art.

The students also in vain addressed themselves to the saving of this valuable property. Among the portraits burned was that of Jefferson. The statue of Jefferson was dragged from the burning building by willing hands.

The statue is upon the university grounds wrapped in a sheet. Not more than one-eighth of the library was saved, and that in a damaged condition. When it was seen that the rotunda was doomed, efforts were directed to saving the professors' houses. These were connected with the rotunda by the old chapel.

The latter building was blown up with dynamite and the flames arrested. Just then the wind changed and a clean sweep of the buildings was averted. The students, under the command of Professor Echols, worked with remarkable bravery and system, and it is due to their efforts that much valuable property was saved.

United States Weather Maps.

Schools may obtain these maps regularly by addressing a formal request to the national weather bureau at Washington. At a recent meeting of the Cheshire county, N. H., teacher's institute Dr. T. W. Harris gave a talk on the object of these maps and how to use them in school, of which the following is a brief synopsis:

What the United States weather maps are—A scientific publication, issued daily by the United States government to give scientific information as to the weather. Each one shows the conditions of barometric pressure, temperature, direction and velocity of wind, and cloud and rain at about a hundred stations all over the country, at 8 A. M. each day.

Learn to read the maps, i. e., to interpret the conventional signs so as to understand what the weather is at each station indicated.

Storms—Each storm is a spiral indraft of air toward a region of low pressure, and may have an incidental accompaniment of clouds and rain. Each storm is carried eastward along a certain track by a slow easterly drift to which the atmosphere as a whole is subject. Their rate of movement averages about 800 miles a day. On this depends the prediction of the weather.

Use of the weather maps in school—The study of the weather and the atmosphere in connection with local weather observation and record. Practice in local weather prediction. Aid of these studies in geography (rain-fall, as governing topographic change and the distribution of industries), etc.

Michigan.

In Detroit Inspector Hall has asked the board of education to adopt a resolution requiring the teacher in every room of the public schools to read, and the pupils to repeat in unison when so requested, the Lord's Prayer before the closing hour of the afternoon session. The *Free Press* says: "While probably not intended as such it is a most insidious method of reviving a controversy that has no proper place in a system of education maintained for the benefit of all, regardless of race, color, or religious belief, and to the enjoyment of which all have equal rights. That a provision is embodied in his resolution making it discretionary with the superintendent to excuse any teacher or pupil from the proposed exercise when so desired. The very fact that sects exist and that each one has the same rights in our public schools as have the others is reason sufficient why no person, no organization, no church should go entirely outside the purpose for which our common school system was instituted and is maintained, with the intent of forcing a minority, of whatever belief, to accept a religious observance to which it objects. It is unnecessary to deal with the strong probability that the enforced repetition of the Lord's Prayer under a restraint imposed upon restless children would degenerate into meaningless mummerly and create disgust where increased reverence was sought. The sentiment of this prayer instinct, with the broadest charity and the purest love, is itself a protest against making it an instrument in the promotion of discord and dissension. The board of education should not permit the wedge to be entered.

The children in the Detroit public schools are to be taught how to prepare all kinds of dishes, for all kinds of purses, and all kinds of palates. Mrs. E. W. Bissell, president of the industrial school; Mrs. Stephen Baldwin, Miss McNeil, visitor of the industrial day school, and Miss Bainbridge, of the New York cooking school, who has been brought here by the Industrial School Association to teach cooking on scientific principles, appeared before a special meeting of the teachers' committee of the board of education, to request that twenty pupils at a time be sent to the industrial school each day to be taught in three branches—kitchen garden, cooking garden, and lastly graded lessons in plain cooking, advancing by degrees through the three courses. When the first twenty have had a sufficient training in

kitchen garden, then they would advance to cooking garden, while a second twenty would be brought to take their places in the first grade, and so on. The hour would be from 11 to 12, and the course extend over three months. Those who attended would have their lunch from 12 to 1 o'clock, and they would eat what they cooked. The whole would be free of charge, and no distinction would be made as to social condition. The committee expressed itself as being thoroughly in favor of the scheme and the request was granted, the committee having power to act.

Connecticut.

Various letters having been published relative to the Hartford public high school in which the idea was that this school is conducted primarily and especially preparatory to college, the *Hartford Courant* says: "There are twenty-five regular and five special teachers in the high school. The time of six of the teachers is given to those preparing for college and the time of nineteen regular and five special teachers is given to the other work. There are 125 recitations daily and only 32 of these are by scholars, boys and girls, fitting for college, whether academic or scientific. The average number of students is about 700. Of these, as nearly as can be ascertained, 172 (boys and girls) intend going to college. During the last year 400 scholars studied history; the number studying English language was 405; 200 took science; 280 in French and German; 573 in mathematics, and about 100 in bookkeeping, typewriting, and stenography, and 107 in drawing. In elocution and reading were about 500 scholars; about 100 took the optional study of music.

In every department of the school work the methods employed are those demanded by the best educational thought of the day. In the sciences the scholars learn to do by doing; the laboratory is employed in physics and chemistry. The present aim of the school is not the subjugation of young human animals.

Prof. Ernest K. Christ, for fifteen years instructor of German at the high school at New Britain, died of paralysis of the heart which is believed to have been caused by poison taken by him. He was found in the street ill and later tried to hang himself in the police station. Despondency owing to his discharge by the school board, it is believed, led him to make the attempt on his life.

In New Haven the meetings of classes in the Hillhouse high school must hereafter take place in the presence of the principal or a teacher.

Massachusetts.

BROOKLINE.—The school board intends to provide a most complete teachers' library in the old high school building. One of the laboratories on the ground floor is being specially fitted up for that purpose. The library will consist of several hundred volumes, mostly reference works. All the latest pedagogical works and books on special methods will be bought. The room will be handsomely furnished with easy chairs, writing tables, and rugs, and will be exclusively for teachers. The board is having some furniture and carpets especially designed for use in fitting up the old high school for various offices.

The Brookline evening schools opened with nearly 100 pupils. The courses this year include the common school branches and classes in mechanical and architectural drawing. The high school extension course will be opened later.

The Brookline library trustees have issued a series of cards for acquainting public school pupils with the biographies of celebrated men and women. These cards, upon which are mounted portraits of prominent men and women of the day, authors and historical personages, are loaned to teachers. The portraits are mainly engravings clipped from magazines and mounted at small cost. Accompanying them are brief biographical sketches, with references noted, so that pupils may go more deeply into the subject. These cards are in constant use in the schools.

LAWRENCE.—The manual training exhibit of the Mechanics' Fair is attracting many visitors. Last June, just before the schools closed, an invitation was published asking the schools of New England to co-operate in making such an exhibit as would fairly represent what had been accomplished in developing the manual training idea. The response was very gratifying, and the whole space originally allotted was taken, and other concessions of space had to be made.

The design is to show the evolution of manual training work from the primary to the graduating classes, and to indicate the development of the manual training idea through the purely educative to the remunerative work, and as far as may be, indicate the difference between the two.

The semi-annual report of Boston public schools recently issued, shows that there are from 77,000 to 78,000 children between the ages of five and fifteen in the city schools, of whom only about 58,000 attend the public schools.

A contributor to the *Milton Gazette* writes: "From a rather broad experience of twenty-one years I am inclined to think that the average child is better treated by the average teacher than by the average parent. He receives more consideration and more kindness, and he is better taught regarding right and wrong, the rights of others and the laws of order, neatness, and cleanliness at school than at home. I draw this conclusion from my interviews with parents and their own confessions of weakness, failure, or incapacity—to say nothing of indifference."

An important school case has recently been decided by the supreme court. The full bench held that money paid by a parent for tuition of his child in the high school of another town may be recovered back from his own town if the latter, under the provisions of chapter 263 of 1891, through its school committee approved in writing of the child attending such high school, and subsequently the town in town meeting voted to withdraw its pupils from said high school.

Vertical writing has been introduced in the Warren schools. Mr. J. S. Cooley, of Worcester, instructed the teachers in the use of the new system.

Supt. D. P. Dame has issued a neat folder giving the courses of study in the Greenfield high school. The three courses are the classical, English-Latin, and English. The different studies in each course are given, with the number of recitations of each in a week. The classical course prepares pupils for all New England colleges. The English-Latin course prepares pupils for all New England colleges except Harvard and Yale. The English course prepares pupils for technical and scientific schools, and furnishes a good general education for life. Candidates for normal schools are advised to take the English-Latin course. Diplomas are awarded to those pupils who complete all the required studies in one of these courses, or satisfactory equivalents therefor. Special courses, when required for admission to technical schools and other higher institutions, will be allowed; in other cases the matter will be referred to the principal and superintendent.

The *Everett Herald* writes: "Malden and Melrose are to give teachers' receptions, the object being to extend the acquaintance of the teachers more generally among the patrons of the schools. Here is an excellent suggestion for Everett. Probably half the parents of the city never saw the teacher of their children, much less having a speaking acquaintance with her or any knowledge of her method of work or influence over her pupils. This is a condition of affairs that is not conducive to the best results either with pupils or teachers. A hearty sympathy between the teacher and the parent is desideratum in public school education that is rarely brought about." The suggestion is an excellent one. School boards and superintendents will do well to give it their attention.

The students of the Holyoke high school have voted in favor of one session daily, to begin at eight o'clock and close at one. The vote stood 309 for one session, and 27 against. This idea of allowing the students to express their preference is a good one. Evidently they consulted their parents and voted as they directed.

The Plymouth school committee has decided to pay the public school teachers weekly.

Miss Sarah L. Arnold, supervisor of the Boston public schools, is to deliver a course of lectures on education in Philadelphia.

In Revere Supt. Milton K. Putney and Prin. G. F. Winslow were fined \$25 each for punishing a boy; they are sustained by the school committee; the case has been appealed; the court held that testimony concerning the general conduct or behavior of the boy could not be admitted.

At Danvers, Mass., some of the children of one school are afflicted with scarlet fever the germs of which is thought to have come with books used in a school where the fever made its appearance last year. The board of health has subjected the room and the books to a thorough fumigation.

How Ray Barker, an eight-year-old boy, was punished in a Brighton school is thus described in the *Item* of that town:

"Young Barker, it seems, had not performed his calisthenics to the entire satisfaction of his teacher, and as a result was kept after school and ordered to stand on his toes, with knees bent, for—he says 25 minutes, and Miss Stuckney says 15.

"Let the time have been but 15 minutes one has but to assume the position described and keep it for five minutes to realize the torture that the boy was soon in. He cried, that is as much as he dared, for fear of further punishment—and when the strain became unbearable would straighten up. Every attempt at relief was met with a command to resume the trying position.

"Finally, the boy was told that he might go. Though nearly exhausted and very faint, he succeeded in getting out to the yard, where he fell helpless. His shriek of pain brought one of the teachers and several scholars to the spot, and efforts were made to relieve him.

"One of the boys was sent to a drug store to procure witch hazel, but a liberal application failed to give his limbs their wonted vigor. A vehicle was then procured, and the boy taken to his home, accompanied by one of the scholars."

One would not think it possible that such a thing could happen in 1895. It reads more like an incident from the old book of Nicolaus Hermann describing disciplinary measures of the schools at the beginning of the sixteenth century.

Rhode Island.

At Providence the Rhode Island Institute of Instruction held their fifty-first annual meeting October 31, November 1 and 2. Mr. W. B. Jacobs, of Providence, presided. The principal addresses were by Prof. A. E. Frye on "Geography," Supt. G. I. Aldrich on "Mathematics," Prof. A. C. Apgar on "Science," T. M. Balliet on "Apperception," W. E. Wilson on "Interest," Prof. F. M. McMurphy on "Robinson Crusoe," Pres. C. De Garmo on "Education for Manhood," Prof. B. P. Raymond on "The University," Pres. W. D. W. Hyde, "The Public School," Dr. L. Dunton on "Music." There were department meetings also, High, Grammar, Primary, and Kindergarten. The attendance was large; over 1,200 became members.

All summer diphtheria has been frequent in Pawtucket, Central Falls, and the Blackstone Valley. At the present time there are 22 cases in Central Falls and 33 in Cumberland. In Cumberland in the Lonsdale school district there have been four cases and the school was closed as a precautionary measure; 134 pupils attending the school. The school building will be thoroughly disinfected. Anti-toxine has been used in some instances. In four cases the patients recovered, the membranous growth seeming to disappear rapidly under its influence. In four other cases where the anti-toxine was used the patients died.

Maine.

Mr. Horace M. Piper, who was principal of the Biddeford high school from 1849 to 1859, died last month at Washington. He was 85 years of age, having been born in 1810, at Parsonsfield. He is a graduate of Bowdoin college (1838) and of the law department of the National university at Washington. He was the author and editor of several text-books and assisted in the preparation of "Town's Progressive Series of Readers" and in the revision of Greenleaf's "Common School Arithmetic."

State Supt. W. W. Stetson is preparing a text-book for the town schools, which will contain a brief history of Maine and a description of the civil government of the state, including a list of state, county, and town officers and their duties.

California.

Supt. Kirk, of San Bernardino, has published under authority of the board of education, a new manual and course of study for the city schools, in which two text-books provided by the state are slighted. The books are those which the state requires to be used in the departments of history and physiology. Supt. Kirk has had the courage to substitute for them text-books which he considers better than the state books. The outcome of this action is watched with interest. Those who believe that the interests of the children are best served by leaving the selection of text-books to the local school authorities will hold Supt. Kirk's hands.

Missouri.

KANSAS CITY.—Mr. J. V. C. Karnes, of the board of education, urges the introduction of manual training in the ward and high schools of the city. He says he is convinced that the public school system as at present organized is too theoretical for the best results, and that in his opinion the best remedy for it is manual training for the pupils. He regrets that it cannot be introduced at once because of the lack of funds. But the high school is so overcrowded that the necessity of building a new high school is apparent. The idea of Mr. Karnes is that when a new high school is built it would be best to make the studies there less literary than those in the old high school and more of a practical kind which would give the pupils instruction in the branches needed in every-day life. He would have the boys taught how to work in wood and metals, and typewriting, stenography, book-keeping, and so on, and the girls cooking and housework and kindred branches. Combined with this would be instruction in the commoner branches now taught in the high school. When a pupil graduated from a ward school he would be given the privilege of selecting which high school he would enter. In time, as the city grew and enough money was at the disposal of the board of education, manual training might be introduced into the ward schools.

Ohio.

The Toledo *Blade* prints a report of a strange disease among the school children of Wapakoneta. For two years this affliction has apparently been confined to only one ward, but it is making such rapid progress that the board of education last month invited the assistance of physicians to try to find ways and means to check it. Its true nature is not known but it is said to be highly contagious. One medical examiner found that the disease has been making its appearance at different places of this and other parts of the country. The first symptom of the affliction

is a very small pimple or blister near or about the mouth, resembling a fever blister. In a few days ulceration sets in. The blister opens and wherever the ulcerous matter comes into contact with the healthy skin soon other blisters are formed, until, in many cases, the entire lower part of the face is covered with them, breaking out anew at almost regular intervals. Some of the children attacked by the affliction two years ago are still troubled with it, no salve, no liniment, no blood purifier being able to remove it. While last year the children attacked by it, were few in number, within one short month past their number has increased to half a hundred, and the symptoms are becoming most alarming. All the teachers will be instructed in the morning to insist upon thorough cleanliness of their pupils and to report any new case of the disease at once to the superintendent, who in turn will have the board of health take care of it.

Wisconsin.

The superintendent of schools in Outagamie county, Wis., has annulled the licenses of five Roman Catholic sisters who are teaching public schools at Freedom and Little Chute, exclusively a Roman Catholic district. No charge was made against them except that they wore their religious garb in school. Bishop Mesmer, of Green Bay, has instructed the teachers to continue teaching, notwithstanding the action of the superintendent, and thus bring the matter to a legal test.

New Jersey.

The superintendent of the schools of Phillipsburg, has sent out a circular announcing the following high school courses of study:

GENERAL COURSE (This course must be pursued by all pupils): Arithmetic, algebra, geometry, civics, drawing, elocution, English grammar, rhetoric, etymology (Lockwood and Trench), English composition. English literature (Study of English and American authors), history of literature.

SPECIFIC COURSES (One of the two following courses must be pursued in addition to the general course):

English Course.—Physiology, astronomy, botany, physical geography, physics, book keeping and business practice, English history, general history, elements of Latin.

Classical Course.—Latin grammar and composition, Cæsar, Virgil, Cicero, Greek grammar and composition, Xenophon, Homer, ancient history and geography.

Equivalent readings may be substituted for some of the Latin and Greek authors named above.

The study of Greek in the classical course is elective with science for girls.

The parents are requested to fill out a blank like the following:

I desire that, in addition to the general course,
shall take the _____ course.

(Signed)

Phillipsburg, N. J.

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In the scientific course of the high school of Summit, N. J., three periods of one-half hour each are given to manual training. Each pupil graduating is required to take at least three elective studies. The elective studies are physical geography, English history, mental and moral science, book-keeping, French and German history, and geology. Latin, French, and German are optional studies.

The board of education of South Orange has decided to add a teacher of cooking to the corps of teachers already employed in the manual training department. The *New York World* tried to ridicule this sensible step. But the *World's* opinions on educational matters cannot disturb anybody's peace.

New York.

The Buffalo Principals' Association held its first meeting on October 23. President H. C. De Groat occupied the chair. The question announced before the association was whether or not the grade meetings of teachers could be improved. Prin. Orrin C. Bugbee, one of Buffalo's most progressive principals, opened the discussion. He suggested the formation of a model class for the grade meetings, by means of which the improved methods of instruction might be practically shown. He thought that a supervisor of grammar grades was badly needed. He was followed by Principals Smith, Root, Duschak, Millard, and Knell. Supt. Emerson was present and made a few remarks. Secretary F. W. Fisher announced that President J. G. Schurman, of Cornell university, had consented to deliver a lecture before the association on November 30. His subject will be "Some Reforms in Education." Col. Francis W. Parker, of Chicago, was willing to deliver two lectures in Buffalo the coming winter, but named no dates. U. S. Commissioner William T. Harris wrote that he could not promise to address the association, but hoped that he could see his way clear to come to Buffalo later on in the year.

The school commissioners held their meeting at Oswego, Sept. 24-26. Most of the department officials, the institute conductors, the several normal school principals, some of the Regents' department, and most of the commissioners were present. Supt.

Bullis, of Oswego, gave unlimited effort to make the occasion a pleasant one, and everything passed off pleasantly. An excursion was taken on the lake, and the famous Kingsford band furnished music, and the members of the practice class at the normal and kindergarten served a delicious fruit lunch. Other entertainments were given.

Miss Van Rensselaer's paper on "School District Libraries" was well received; it contained many practical hints.

Oswego county being State Supt. Skinner's home, he related some of his personal experiences. Last winter's temperance law came up for discussion; it was apparent that the educational forces of the state are with the superintendent on this question as was manifested by strong resolutions adopted against the law and asking for its repeal. Ellis D. Elwood was elected president, and Niagara Falls selected for the place of next meeting.

Chicago.

The new departure in the public schools of introducing an elective course in Latin in the seventh and eighth grades has proved an unexpected success, says the *Chicago Tribune*. Supt. Lane in his report said last year Latin classes were organized in five schools and 196 pupils enrolled and arrangements were made to establish a class in every school or group of schools where there were forty pupils who desired it. This present school year, beginning September 1, there have already been organized Latin classes in thirty-five schools and 1,700 pupils enrolled.

Assistant-Supt. Nightingale says that several of the principals reported that their pupils were taking great interest in the study of Latin not only for its own sake, but as an aid in the study of the English language.

Brooklyn.

In the Clinton Avenue Congregational church, Brooklyn, there was unveiled, a few days ago, a large memorial window which has been erected to the memory of the late Mr. and Mrs. Alfred S. Barnes; it was presented to the church, of which Mr. and Mrs. Barnes were members, by their son, Gen. A. C. Barnes. Mr. Barnes was long engaged in the text-book publishing business, and was eminent as a public-spirited citizen of Brooklyn, and as a man of philanthropy and broad views in the entire country.

The subject of the window is the "Adoration of the Magi," after the original design of Bouguereau, and has been executed by George W. Tones of this city. It is seven feet in width and twenty feet in height, and has been placed on the left side of the pulpit. The scene represents in the beautifully colored glass is almost within the gates of the village of Bethlehem. In the lower part of the window is an architecturally designed base, which bears this simple inscription: "In loving memory, Alfred S. Barnes, 1817-1888. Harriet Burr Barnes, 1820-1881."

New York City.

Commissioner Strauss proposed to extend the noon recess from one till half past one. The teachers opposed the idea. The principals all argued that it would be unwise to make a change.

One of the principal reasons for asking that the change be made was that the children were obliged to eat their luncheons too hastily because of the short time allowed them.

The committee on by-laws who heard arguments have reported that they believe the one-hour recess to be sufficient; that the danger of dyspepsia would be obviated if parents would give their children a substantial, wholesome lunch instead of obliging them to depend upon pie-shops and candy-stands, and that it would be contrary to the wishes of the larger number of parents to increase the length of the noon recess and lengthen the session in the afternoon, as would be necessary in order to cover the full school session, as prescribed.

Justice Barrett, in the supreme court has denied the application of Sarah Frazer, a young colored woman, for a writ of mandamus to compel the trustees of the twenty-second ward school board to appoint her as teacher in school No. 58. She is a graduate of the normal school. The young woman was sent for by the trustees and she said that when she presented herself before them and they saw her color, they told her that they could not appoint her. The trustees asserted that they did not bar her on account of her color, but that they had discretionary powers, and were under no obligation to appoint her. The judge said:

"With prejudice this court has no sympathy, but I must hold that the board of trustees has acted in this case within its rights, and deny the application for a mandamus."

President Hunter, of the normal college, is strictly enforcing the very sensible rule to the effect that students on their way to and from the college may not have male escorts other than their fathers, brothers, or cousins, and these only when they furnish undoubted certificates of relationship. This rule has existed for

twenty-five years and has never been flagrantly violated. The complaint recently made about its strict enforcement does not disturb President Hunter. "In the administration of the college," he is quoted to have said, "I assume the right, according to an old common law of England, to take full charge of the student from the moment she leaves her home to go to the college until she returns. I consider myself responsible for her conduct on the street and in the public conveyances, and demand that she shall follow the rules established for her welfare."

"We cannot always tell the character of the men who accompany our students. While the students are naturally truthful, their explanations on the question of their male escorts are deserving of careful inquisition, and their mere statements should not be taken as conclusive evidence of the relationship of escorts. We did in years gone by allow cousins and other near relatives to escort the students, but we found in some cases that alleged fathers were of the same age or a little beyond that of the pupils, and brothers and cousins who were remarkable because they bore facial characteristics which did not tend to bear out the claim of relationship. We did not care to impute untruth to our students in this regard, so the rule was abolished."

"The students do not need escorts anyway. They go to the college in broad daylight and return home in the light of day, so there is little chance of harm befalling them. Their attendance in such large numbers precludes the danger of insult. As a rule the girls have two or more companions to and from the college."

FREE LECTURES FOR THE PEOPLE.

The lectures in the free course for the people, provided by the board of education began last week for the season of 1895-96. Lectures will be delivered this winter in more than thirty places in different parts of the city. The first of these free courses was given in 1889. It comprised 186 lectures at six schools, the total attendance being 22,149. Last year the lectures were given in sixteen places and the attendance was 224,118. With the number of places nearly doubled this year, it is expected that the number of auditors will exceed 400,000. Since the adoption of the plan to provide a printed syllabus of each lecture, with names of popular books of reference to be found in the free libraries, the demand for educational works has increased greatly.

The courses are under the direction of the originator of this movement, Dr. Henry M. Leipziger, and relate to science, history, literature, travel, etc. Some of them are illustrated, and Dr. Leipziger, in his annual report, recommends an extension of this feature, especially in the scientific courses. He adds:

"A special feature of the lecture course during the season just closed was the favorable reception accorded to several of the lectures arranged in courses. In several of these courses the attendance at the last lecture of the series was larger than at the first lecture. It is suggested that more of the lectures be arranged in courses of at least four each, and that special attention be paid to the biographies of great Americans, to the geography and history of the United States, and to topics in natural science."

The marked success of this splendid movement should be very encouraging to all who are interested in the diffusion of education among the people and ought to lead to an adoption of Dr. Leipziger's plan elsewhere.

Miss Mary Proctor, who has contributed to *THE JOURNAL* articles on astronomy, has been invited to give four lectures in the New York public schools, ending January 9, and three in Jersey City, all under the management of Dr. Leipziger.

TEACHERS COLLEGE.

Certain significant changes in organization have been made which show the advance the college has been quietly making towards high standards everywhere,—each change coming as the answer to a pressing demand rather than as an arbitrary thing.

One instance of this is seen in the department of secondary teaching, the organization of which has been the result of many and increasing demands for a course especially adapted to give concentrated preparation in the study of pedagogy and its practice to college graduates intending to become teachers in secondary schools.

Work in methods of teaching Latin and Greek, mathematics, and history in high school grades has been offered before this time, but has never been fully organized until now, nor has the standard of entrance to such a course ever been as high. The same general statements are true in regard to the new department of School Supervision. It is apparent that these courses are not here as experiments, but as absolutely necessary factors in the body collegiate. A like elevation of standards is apparent throughout the departments, especially with regard to entrance, so that students who two years ago would have been assigned to the junior year are now pursuing the introductory course. This fact in itself has improved the quality of student work throughout the institution.

Another fact significant of progress is shown in the enlarging of the departmental staffs, and the consequent possibility of smaller numbers in the classes under each instructor, thus making greater concentration possible and more individual work.

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[CONTINUED FROM PAGE 436.]

Thus the staff of the department of English has been enlarged from one to four, that of the department of the Kindergarten from four to six, that of the department of Manual Training and Art Education from ten to fifteen, of the department of Physical Culture from two to four.

Another indication of progress to those who are watching the growth of the college, is found in the increase in numbers among the students of those who have had whole or partial courses before coming to the teachers college at such colleges as Harvard, Wellesley, Cornell, Oberlin, Vassar, Smith, and the University of Chicago. Twelve such colleges and thirteen normal schools are represented among the students this year, a marked advance over previous years.

Every winter Miss Angeline Brooks, director of the department of the kindergarten, gives a course of lectures and lessons to mothers, on the theory and work of the kindergarten. The course planned for this year will be held at the college, West 120th street, between Amsterdam avenue and the Boulevard, on eight successive Monday afternoons, at 2.30, beginning on Monday, October 21. Although these lectures are intended primarily for those who are the mothers of young children and who wish to understand the underlying principles of the kindergarten system and something of its methods and work, they are open to any who are interested in the general subject of the education of children.

L. D.

New York City.

Special Mention.

Eleven cars filled with a fine looking lot of men lately left Weehawken for excursion over the West Shore railroad to Kingston, and thence over the Walkill branch to the Walden plant, or the factory of the New York Condensed Milk Company. The men composing the party were those who are engaged in the distribution of the milk of the company to thousands of customers in New York, Brooklyn, Jersey city, and Newark and this was their seventh annual excursion. Their customers had agreed to take a two days' supply in order to give them a chance for this outing. A dinner was served the excursionists after their arrival at Walden, after which a speech of welcome was made by William J. Rogers, the secretary of the company. Speeches were made by John Barrett, chairman of the excursion committee, Dr. C. D. Morris, veterinary surgeon of the company, Isaac Milbank, general manager of the manufacturing and route departments, and others. Then considerable time was spent in inspecting the Borden model farm and the factory, and then the excursionists left for home well satisfied with their trip.

About the first thing one notices about the plant is the absolute cleanliness existing everywhere. The grounds, the workshops, the engine and machinery rooms, the vats and tanks, everything around and about the place, even to those employed there, is so tidy and clean that the word factory seems almost a misnomer. The plant consists of five buildings—one of which is used as a bottling establishment, two as warehouses, and another for the general work of the company. The various operations from the reception of the milk to the sealing up of the cans are carried on in the latter.

The business has made marvelous strides since it was started by Gail Borden, the inventor. Many of the men who worked with him at the first now hold important positions; it is a good business policy to advance competent men. H. Lee Borden, his son, who is now the president of the company, began active service in the manufacturing department of the business, and continued there in various capacities, thus fitting himself for the place he now fills.

If there are growing boys and girls in the family, no matter what other papers are taken, the *Youth's Companion* ought to be among them. It can be said without reservation that this paper, in regard to literary quality, illustrations, and printing, is first class. The contents consists of serial stories, short stories, adventure stories, editorials on current events, household articles, health articles, science, travel, natural history, etc. A few of the distinguished contributors are Hon. Thomas B. Reed, Hon. Hilary A. Herbert, Hon. Hoke Smith, Judge O. W. Holmes, Hon. J. Sterling Morton, Prof. E. S. Holden, Camille Flammarion, Mrs. Burton Harrison, Mrs. Frances H. Burnett, Mrs. Harriet P. Spofford, Prof. N. S. Shaler, Sir Edwin Arnold, Frank R. Stockton, Max O'Rell, Bishops Doane and Cox, Harold Frederic, and Hezekiah Butterworth. (For a full list of the contributors that have helped to make the paper and will help during the coming year see another page.) There are few famous writers in the United States and Great Britain that have not contributed, but some famous recruits have been found for 1896. A remarkable premium offer is made of which information may be obtained by writing to the *Youth's Companion*, 201 Columbus avenue, Boston, Mass.

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New Books.

Balzac is the chief of the realistic school of French novelists. His great theme was the struggle of the middle and lower classes in France for advancement, after the changes made by the revolution, allowing them to seek any position, socially and in the state. In his *Paul Grandet* he depicts such a struggle. This novel has been edited for the reading of classes in French, with introduction and notes by Eugene Bergeron, assistant professor in the University of Chicago. (Henry Holt & Co., New York.)

Every educated man should endeavor to get an intelligent idea of his relations to the universe. This is obtained through the study of science; if the study is pursued in the right spirit it will not make him materialistic, but more reverent toward the Author of the wonderful works of nature. But the field to be studied is a wide one and most people have not the time to pursue it in detail. For such Herbert E. Harrop and Louis A. Wallis have prepared a little book on the forces of nature, in which they have stated the general facts and principles of astronomy, physics, and chemistry, in a brief and comprehensive way. The several plates illustrate various phenomena of nature. (Harrop & Wallis, Columbus, Ohio.)

A series of *Chapters on Electricity*, by Samuel Sheldon, Ph. D., that were formerly included in the fourth revised edition of *Olmsted's College Philosophy*, now published in a separate volume, will help students that can spend only a short period on the subject to obtain the knowledge concerning it that every well educated man should possess. The necessity for economizing space has required the omission of detailed descriptions of apparatus and of demonstrative experiments. The desire of the author to present each part of the subject in its most modern dress has been tempered by a consideration of the intended functions of of the book. (The Baker & Taylor Co., 5 East Sixteenth street.)

There is an intensity of feeling and a vividness of imagination in whatever Schiller has written that takes the lover of poetry captive at once. *Maria Stuart* is one of the most popular plays, both in and out of Germany; it is well fitted for school-room reading. An edition has been prepared for the Clarendon Press series by Dr. C. A. Buchheim, professor in King's college, London. It has a historical introduction, genealogy of the Stuarts and Tudors, notes, etc. (Macmillan & Co., New York. \$1.00.)

B. L. D'Ooge's *Latin Composition Tablet* is intended as a time-saver for teacher and pupils. A system of abbreviations is given by which errors in pupils' work can be indicated by the teacher very rapidly and accurately. The *Geometry Tablet for Written Exercises*, by Wooster Woodruff Beman and David Eugene Smith, is made on a similar plan. (Ginn & Co., Boston.)

Many features differing from the usual mathematical text-book are contained in *The Essentials of Arithmetic*, Book II., by Gordon A. Southworth, superintendent of schools, Somerville, Mass. This second book is intended for upper grammar grades, or for all grades above the primary where but one text-book is required. In former days much valuable time was wasted on processes that never would be used in practical business. The aim of the author has been to eliminate all such matter from the main body of the book; he has placed much of this matter often found in arithmetics in the appendix. The order of presentation is in the main the usual one, though previous acquaintance with the rudiments of the subject has often been assumed, and some subjects have been introduced in a preparatory way a few steps in advance of the full and formal treatment. The author has kept in mind all through the necessity for stimulating thinking and reasoning instead of mere mechanical figuring by imitation and the development of habits of correct and ready expression. An introduction to the study of algebra has been given in the appendix, and throughout the book letters are conveniently used to represent unknown quantities. (Leach, Shewell & Sanborn, Boston, New York, and Chicago. 60 cents.)

In *Four Years in Number*, Mary A. Bacon of the Georgia Normal and Industrial college of Milledgeville presents the elements of arithmetic according to the inductive method. During the first year at school the child is to learn the numbers in succession through ten; he is taught to read and write the equations as he learns the facts in number to which they correspond. Objects are employed at first, and the facts of number are fixed in the mind by memory drills, and applied to many concrete problems. The treatment of each number as given by E. C. Branson in his "Treatise on the Teaching of Number," is the one substantially followed in this book. Chapter I. is a review of what the child has learned during the first few months at school and suggests the line of work for the pupils before they are ready to use a book. The teacher is reminded that all knowledge must rest on actual experience; that the use of objects must not be continued too long; that besides the facts of number the pupil must be taught to see number relations. Objects and measures

are used to teach compound quantities; geometrical figures are cut out of cardboard or paper and solids are made from cardboard or clay. Various materials, as beads, buttons, etc., are used in the number work. The book carries the pupil through the elements of fractions, denominate numbers, and interest. (Ginn & Co., Boston.)

Prof. James Morgan Hart, of Cornell university, the author of *A Hand Book of English Composition*, embodied the results of his long experience in teaching in this work. His aim was to make a book that was equally serviceable in high school and college, that fully treated the essentials of prose composition, that was thoroughly practical in method, and yet attractive in form of treatment. In part one, much attention is given to the paragraph, the distinction between narration and description is clearly drawn, exposition is fully treated, and argumentation is treated more simply than is usual in rhetorical works. Part two treats of style, under the name of expression, with reference to its three leading qualities, clearness, force, and propriety. Part three presents the process of composition in its most practical aspects—preparing a composition and reading and composition. Part four is for the benefit of schools that use only one text-book. Poetry, English meters, oratory and debate, and the history of the English language are considered. The book embodies the following novel features. Stress is laid on writing as an imitative art, and hence the book throughout is a collection of good models to follow rather than of bad specimens to correct. The paragraph is considered as the unit of writing, and the student is taught to coordinate his sentences into paragraphs, and his paragraphs into a composition. The illustrative extracts—as this is a manual of prose composition—are mostly in prose. Each extract is usually an entire paragraph, embodying a fully developed thought of the author quoted. Many of the extracts are taken from approved works of science. (Eldredge & Bro., Philadelphia, Pa. \$1.00.)

An Advanced History of England, from the earliest times to the present day, by Cyril Ransome, M. A., professor of modern history and English literature in the Yorkshire college, Victoria university, is one that is intended for students and yet it is written in an easy, flowing style that will please the general reader. The book is mainly an expansion of the author's shorter history, and, so far as possible, connected narratives of the important events are given, instead of having notices of a closely-connected series of events scattered about disconnectedly through the course of the general narrative. The author has laid stress on biography and character-sketching, as regards great national heroes. The narrative has been brought down to the resignation of Lord Rosebery in 1895. Although the difficulty with dealing with recent events is enormous, the author has made an honest effort to overcome them, and with a fair degree of success. Similarly in dealing with questions in which race prejudices are likely to arise he has used great caution. Certainly Americans have no reason to complain of the parts of the volume dealing with the relations between Great Britain and the United States. The volume has numerous plans of battles, outline maps, and diagrams of royal houses. (Macmillan & Co., New York. \$2.25.)

Fall and Winter Associations.

- Nov. 7, 8, 9. Sixth Annual Meeting of the Town and City Superintendents of Indiana at Indianapolis. Edward Ayres, President; H. G. Woody, Secretary; B. F. Moore, chairman of ex. com.
Nov. 15. New England Association of School Superintendents at Boston.
Nov. 16. New England Conference of Educational Workers at Boston.
Nov. 28-30. North Central Kansas Teachers' Association at Beloit.
Nov. 29-30. Central Kansas Teachers' Association at Hutchinson.
Nov. 29-30. Southwestern Kansas Teachers' Association at Arkansas City.
Nov. 29-30. Northwestern Kansas Teachers' Association at Hill City.
Nov. 29-30. Northwestern Ohio Teachers' Association at Tiffin.
Nov. 29-30. Massachusetts State Teachers' Association at Boston.
Nov. 29-30. Michigan Schoolmasters Club at Ann Arbor.
Nov. 29-30. Eastern Ohio State Teachers' Association.
Dec. 5-7. Vermont State Teachers' Association at St. Johnsbury.
Dec. 25-27. Kansas State Teachers' Association, Topeka, Kan.
Dec. 25-27. Illinois State Teachers' Association, Springfield, Ill.
Dec. 26, 27, 28.—Idaho State Teachers' Association at Moscow.
Dec. 26-27. Southeast Missouri Teachers' Association, Poplar Bluff, Mo.
Dec. 26-28. Wisconsin State Teachers' Association, Milwaukee, Wis.
Dec. 26-28. North Central Missouri Teachers' Association, Salisbury, Mo.
Dec. 26-28. Southwest Missouri Teachers' Association, Carthage, Mo.
Dec. 26-28. Northeast Missouri Teachers' Association, Mexico, Mo.
Dec. 26-28.—Montana State Teachers' Association at Anaconda. W. E. Harmon, president, V. J. Olds, secretary.
Dec. 26-28. Indiana State Teachers' Association, Indianapolis (State House).
Dec. 31-Jan. 1-2. Iowa State Teachers' Association at Des Moines. R. C. Barrett, pres.; Carrie A. Byrne, chairman ex. com.
Dec. 31-Jan. 1-2.—Southern Educational Association at Hot Springs, Arkansas. Pres't. J. R. Preston, State Supt., Jackson, Miss., Sec'y. Supt. James McGinnis, Owensboro, Ky., Tressurer J. M. Carlisle, State Supt. Austin, Texas.
Jan. 1-2. Western Arkansas State Teachers' Association, Hot Springs, Ark.
Feb. 18-20. The meeting of Department of Superintendence at Jacksonville, Fla. President, Supt. L. H. Jones, Cleveland, Ohio.

New York Day at the Exposition.

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New Books.

One who wishes to be fully acquainted with the scientific thought of the day must familiarize himself with the theories of Darwin. Whether the ideas of that great man shall stand or not his investigations have had an untold influence on science. An exposition of the Darwinian theory and a discussion of post-Darwinian questions is contained in the volumes on *Darwin, and after Darwin*, by George John Romanes, LL. D., honorary fellow of Goochville, and Caius college, Cambridge. The present volume (No. 2) is mainly devoted to those post-Darwinian questions "Heredity" and "Utility." The book will be a useful one in the scientific library. (The Open Court Publishing Co., Chicago. Cloth \$1.50, or both volumes bound together, \$3.00 net.)

A Mormon Wife, by Grace Wilbur Trout, deals with one of those peculiar complications that are liable to arise under the polygamous marriage system. The author depicts the evils of the system, socially and morally, in a forcible way. (Chas. H. Kerr & Co., Chicago.)

Joseph Fitzgerald, the author of *Pitfalls in English*, a manual of customary errors in the use of English, has had long experience in editing, translating, and in studying the special subject of which the book treats. The knowledge thus gained has been condensed into this little volume. Persons of considerable education often use expressions of which they ought to be ashamed. Teachers especially ought to be accurate in the use of language; this book will give them much help in that direction. (J. Fitzgerald & Co., 28 Lafayette place, N. Y. 25 cents.)

Literary Notes.

The Sources of American Federalism is the subject of a recent paper by Prof. Wm. C. Morey, published by the American Academy of Political and Social Science, Philadelphia. The purpose of the essay is to show the beginnings of the federal system on American soil and to suggest the historical principles upon which its origin must be explained.

The educational paper of the November *Atlantic* is "At the Parting of the Ways," a timely article upon the physical education of women in college.

L. A. Sherman, professor of English literature in the University of Nebraska, contributes to the November issue of *The Chautauquan* a breezy article on "American Humorists." He considers Mark Twain the greatest humorist this country has produced.

In furtherance of their plan for furnishing the best literature in an inexpensive and attractive form, suitable at the same time for the class-room, and for the school library, Houghton, Mifflin & Co. announce for immediate publication the following numbers in their famous Riverside Literature Series: No. 85, Thomas Hughes' *Tom Brown's School Days* (A Quadruple Number); No. 86, Sir Walter Scott's *Ivanhoe* (A Quadruple Number). Each book will be unabridged, and will contain a biographical sketch of the author.

G. P. Putnam's Sons will publish shortly a very curious monograph by Arthur J. Evans, keeper of the Ashmolean museum, in Oxford. In recent explorations in Crete, Mr. Evans believes he has found a clue to the existence of a system of picture writing in Greek lands. The volume in which these results will be presented is entitled *Cretan Pictographs and Pre-Phenician Script*.



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The History of Punch and its times, by M. H. Spielmann, with about 120 illustrations, portraits and fac-similes, is just announced by The Cassell Publishing Co., New York.

One of the interesting literary questions of the day is whether dialogue is to be the prevailing form of fiction. Sir Walter Besant predicts that novels will shortly be written in dialogue, and that descriptions will be almost entirely done away with. He cites Miss Violet Hunt and Anthony Hope as two of the most successful users of dialogue, and his argument is re-enforced by the brilliancy of Miss Hunt's new work of fiction, "A Hard Woman," published in America by D. Appleton & Co.

D. C. Heath & Co., Boston, have in press for immediate issue in "Heath's Modern Language Series," Corneille's *Le Cid*, edited with introduction and notes by Professor F. M. Warren, of Adelbert college.

Mr. Royal Cortissoz, a well known writer on artistic subjects, contributes to the November *Scribner's* an article on "The Landmarks of Manhattan," in which he tells of the development of the great business blocks downtown and graphically describes the splendid group of buildings that is to ornament Morningside Heights, comprising the new cathedral of St. John, St. Luke's hospital and the new Columbia college buildings.

The special feature of the November *Current Literature* for lovers of the best literature is a remarkable collection of sixteen sonnets on the sonnet, from the world's great poets, selected by Fanny Mack Lothrop, who is rapidly winning recognition as a writer and compiler of rare taste and ability.

The opening chapter of Mrs. Humphry Ward's new novel, "Sir George Tressady," which began in the November *Century*, describes an election in England. Mrs. Ward's well-remembered heroine, "Marcella," reappears early in this story.

Not long before his death the poet Longfellow told Ezekiah Butterworth one evening in his library how he came to write "The Psalm of Life," "The Bridge," "Excelsior," "Hiawatha," "The Old Clock on the Stairs," and some of his other great poems. Mr. Butterworth has now embodied the evening's talk in an article on "How Longfellow Wrote His Best-known Poems," which *The Ladies' Home Journal* will publish in its next number.

Many fishes in the deep sea, although entirely cut off from the light of day, are furnished with their own light, having organs which send out a phosphorescent gleam. Sometimes the fishes have glimmering tentacles which rise from the top of the head,

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and some have luminous spots in rows down their sides. As numbers of them go flashing through the water they must have the effect of a torchlight procession.

Interesting Notes.

The fish that live at enormous depths are, in consequence of the enormous pressure, liable to a curious form of accident. If, in chasing their prey or for any other reason, they rise to a considerable distance above the floor of the ocean, the gases of their swimming bladder become considerably expanded and their specific gravity greatly reduced; up to a certain limit the muscles of their bodies can counteract the tendency to float upward and enable the fish to regain its proper sphere of life at the bottom, but beyond that limit the muscles are not strong enough to drive the body downward, and the fish, becoming more and more distended as it goes, is gradually killed on its long and involuntary journey to the surface of the sea. The deep sea fish, then, are exposed to a danger that no other animals in the world are subject to—namely: that of tumbling upward. That such accidents do occasionally occur is evidenced by the fact that some fish, which are known to be true deep sea forms, were discovered dead and floating on the surface of the ocean long before our modern investigations were commenced.

Some time ago a startling article appeared on the bacteria of the telephone transmitter. A medical man who had industriously collected the various substances which had been left on the diaphragm of several public telephones gave a graphic story of the bacilli of consumption, diphtheria, and other diseases that lurked within the transmitter, ready to work their dire mission on the unsuspecting user of the telephone who was unfortunate enough to be in the physical state favorable to the quickening of the microbes. New Yorkers recognized that the story was simply a good piece of newspaper work; but in Germany the scare was taken seriously, and a special mouthpiece has been introduced there with the object of avoiding the spread of diseases by the condensed moisture of the breath. A pad of disks of paper with a hole in the middle is inserted in the transmitter mouth and the upper disk of the paper is torn off after every conversation.

Is there to be a universal language? and is English to be that language? In the year 1800 it is recorded to have been used by no more than 22,000,000 people. It is now spoken, as their native tongue, by more than 100,000,000 people; the numbers speaking Russian rose from 30,000,000 to 70,000,000 or 80,000,000 during the same period, while all other European languages were left far behind. English is now spoken in the United States, Canada, Great Britain, Australia, New Zealand, the Cape of Good Hope and largely in India, and is now pushing its way, like those who speak it, into every quarter of the globe. It is to be hoped that before it becomes universal, however, its orthography will undergo a radical reform. It is too tiresome to think of a universal language with eight ways of pronouncing a.

By the measurement of skulls, Prof. Segri thinks that he has established the existence of an early race of men whom he calls the Mediterraneans. They arose in the mountains of Abyssinia, spread over Egypt and the north coast of Africa, reaching to the Canary Islands, Spain, Italy, Switzerland, Great Britain, and Ireland, the greater part of France, Greece, Asia Minor, Syria, and the country about the Black Sea. In later times branches of this race came to Europe from Asia Minor and became known as Pelasgi and Etruscans. The Hittites be-

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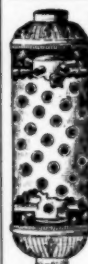
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onged to the same stock. Their skin was brownish, their hair and eyes black, and their skulls of peculiar shapes, which Prof. Sergi sub-divides into ellipsoid, ovoid, pentagonal, rhomboid, cupoid, sphenoid, and the like. The race in northern Italy, France, and Britain was driven west by the coming of the Kelts.

Wonders of the Yukon.

Yukon, which is the present Mecca of placer miners in Alaska, is a land not only of gold, but of wonders also. Some of the miners who have returned bring strange accounts of curiosities in nature. A miner on Sixty Mile creek found a tusk of a mammoth that projected seven feet out of a sand bank, and another found a single tusk so heavy that he could scarcely lift it. Nearly the whole of the Yukon basin furnishes fossils, and some of the miners believe that the unexplored country toward the head of the Copper river yet contains living specimens, as tales are told by Indians of that region of huge woolly beasts with horns like the trunk of a birch tree. They say that in winter puffs of steam issue from the nostrils of these monsters as from the escape pipe of a steamboat.

During the shortest days of winter, for a period of about twenty-three days, at Forty Mile post, the sun does not make its appearance above the horizon, although at mid-day there is from three to four hours of twilight. The northern lights glow with the utmost brilliancy, on the other hand, and help very materially to drive away the darkness and desolation of the dreary land. During the summer season the order of things is reversed, and on the longest days in June, for about three weeks, the sun does not disappear. On the shortest winter days the thermometer ranges from 20° to 75° below zero, and on the longest summer days from 60° to 90° above in the shade. The existence of active volcanoes in the Yukon basin is asserted by Indians, who say that a very high peak, situated near the head of White river, is at times in a state of eruption. White river drains a high, mountainous country, and its waters are extremely muddy, being laden with a white, glassy substance called volcanic ash, which is carried down from a point near the head of the stream, a section of the country where no white man's foot has ever trod. According to Dr. Dawson, the deposits of ash are of recent date. He believes that the eruption which deposited the ash did not take place in the Coast range. All evidence goes to show that it occurred near or at the headwaters of the White river, and to indicate the possibility of an active volcano there at the present time.

The astronomers of the naval observatory at Washington, have sought all over the world for spiders' webs, utilized in telescopes for cross lines. Threads of cobwebs are employed for the purpose because they are wonderfully strong for their exceeding fineness and are not affected by moisture or temperature. According to the *Optician*, specimens were obtained from China by the directors of the observatory, because it was imagined that the large spider of that country would perhaps produce a particularly excellent quality of web. However, it was found that the best web is spun by spiders of the United States, such as are found in the neighborhood of Washington. This is another case in which manufacturing in this country excels that of all others. Even the spiders of this great and glorious land are a credit to it, says *Railway Engineering*.

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